

# Horseshoe Day Nursery

Sandowne Racecourse, Portsmouth Road, Esher, Surrey, KT10 9AJ

## Inspection date

26/04/2013

Previous inspection date

09/12/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff are consistent in their high expectations of children's behaviour. They are positive role models and create a calm and caring environment.
- Children are settled and secure, they develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements means that children are able to separate from parents or carers confidently.
- Parents are kept well-informed about their child's progress at the nursery which enables them to effectively continue their child's learning at home.
- Robust systems are in place for the recruitment of staff ensuring each person is suitable to care for children.

### It is not yet outstanding because

- There is more scope to improve children's understanding of people with varying abilities through providing more play resources.
- Further promote children's enjoyment and engagement with books by providing books with different types of scripts.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, policies and procedures.

## Inspector

Hazel Farrant

## Full Report

### Information about the setting

Horseshoe Day Nursery is one of a group of nurseries run by Bright Horizons since 2012. It operates from five rooms in two converted Georgian buildings in the grounds of Sandown Park Racecourse in Esher, Surrey. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. Children have access to secure outdoor play areas. The provision caters for children aged between three months and five years old. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 109 children on roll, all of which are in the early years age range. The nursery gets funding for the provision of free early education to children aged three and four. The setting supports children with learning difficulties and/or disabilities as well as those with English as an additional language. The nursery employs 27 members of staff to work directly with children, of whom 22 hold an appropriate early years qualification and three are working towards a recognised qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend the range of toys and resources to help further develop children's awareness of people with diverse backgrounds and abilities.
- improve the range of books, especially those in other languages, to raise children's awareness of different scripts.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The nursery provides a good range of activities and play opportunities based on children's individual interests and ideas. For example, when a child shows great interest in learning more about the Fennec fox a staff member researches the animal on the internet. They print off a picture to help increase the child's understanding and interest. The educational programme covers the seven areas of learning and clearly identifies individual learning. There are good systems to collect information when children first start at the setting. This is updated regularly, particularly when they transfer to other rooms.

Staff use observation and assessment effectively to plan an interesting and challenging range of activities for all the children. Planning also allows for flexibility. For example, staff

notice that there is horse racing taking place at the nearby race course. They take the babies who are securely strapped into double buggies outside, so that they can see and hear the horses galloping past. Staff have a secure knowledge of the Statutory Framework for the Early Years Foundation Stage and planning includes the characteristics of play. These include allowing children to play and explore, be motivated learners and be creative and develop their critically thinking. Parents are kept well-informed about their child's progress at the nursery which enables them to continue their child's learning effectively at home. Staff successfully complete the progress checks for children who are age two years and share these assessments with parents.

Children happily and confidently play freely with age appropriate resources which are stored in a way that encourages self-selection. They receive good support and challenge from staff who sit and engage with them to guide and extend the activities. This supports children well, enabling them to make good progress in their learning. Staff offer children a wide range of interesting and exciting activities where children actively learn through play which thoroughly engages them. Staff have a good understanding of child development and how it links to the different aspects of learning. Their knowledge of individual children enables them to interact purposefully, for example, by asking questions that encourage children to think and vocalise what they are doing. Children clearly benefit from a good balance of child-led and adult-initiated activities.

There are numerous opportunities for children to count, compare and solve problems. For example, they access a range of puzzles and use simple games to learn about shape, colour and numbers. Children express their thoughts and feelings through messy play. They help to make play dough by mixing flour, paint and water and decide to make shapes by rolling small pieces of play dough on the table. They develop their imagination through dressing up activities and role play. All children enjoy songs and rhymes which develops their early communication skills. There is a good range of books available throughout the nursery. However, children have no opportunities to look at dual language books, especially those reflecting children's different home languages, in order to gain an awareness of different types of scripts.

### **The contribution of the early years provision to the well-being of children**

Children are settled and secure, they develop strong bonds with their key person and the rest of the friendly and caring staff team. Secure settling-in arrangements means that children are able to separate from parents or carers confidently. Children are supported well as they progress through the nursery. They take part in settling in visits so that they come accustomed to their new environment and receive sensitive support from their key person. Quiet areas for children to rest and sleep are provided throughout the nursery. Children become increasingly independent in their personal care needs. They understand the need for hand washing before lunch and snack, and after using the bathroom. Children are developing good independence skills, which effectively prepares children for moving onto other early years settings and full time education. For example, they help to prepare and organise snacks, serve their own meals and pour their own drinks.

Staff are consistent in their high expectations of children's behaviour. They are positive role models and create a calm and caring environment. Children learn to share, take turns and consider the needs of other children as they play. For example, staff share 'fluffy' stories using puppets to teach and remind children about how to be kind to their friends. This helps children to build positive relationships with one another. Children receive lots of meaningful praise and encouragement, which makes them feel proud of their achievements. Children's work is valued and attractively displayed throughout the nursery. Throughout the nursery there is generally a good selection of interesting and engaging activities and resources, although there are fewer that reflect diversity and the wider world. In addition, staff do not always consider how they can positively promote people with differing abilities so that children learn and consider the needs of individuals.

Staff are vigilant about safety. Risk assessments are completed and children's safety is monitored at all times. Babies learn how to safely climb up low steps and down gentle slopes while playing on the indoor equipment. Older children learn how to look out for potential hazards in the garden. Children mark on their own check list if they notice any problems and discuss what their concerns are with staff. Their discussions with staff raise their awareness of how to keep themselves safe. The nursery environment is well maintained and positive practices are followed to support children's good health. Children enjoy healthy meals that are freshly made from scratch. Children clearly know about the importance of a maintaining a healthy lifestyle. For example, they talk about how playing out in the fresh air is good for them and eating fruit and vegetables makes them healthy and strong. Children are able to take part in a wealth of indoor and outdoor play experiences. For example, children enjoy woodland explorers, their forest school and a soft play dome. All of these activities supports children's learning extremely well and benefit their health exceptionally well.

### **The effectiveness of the leadership and management of the early years provision**

The management team demonstrate a good understanding of their role and responsibility with meeting the safeguarding and welfare legal requirement. Robust systems are in place for the recruitment of staff ensuring each person is suitable to care for children. Thorough appraisals and staff meetings enable management to effectively monitor staff's knowledge and practice and share good ideas. Staff are very proactive in ensuring children's safety is maintained. They have good knowledge of how to protect children in their care. Staff know how and who to make a referral to, should they have a concern about a child in their care. They are also secure in their knowledge about how to follow the 'whistle blowing' policy should they need to. The management team have a good understanding of their responsibilities in meeting the learning and development legal requirements. Strong links with parents and other professionals within childcare are in place and this enables staff to effectively support children's needs. This means that any gaps in children's achievements is promptly identified, enabling all children to make good progress considering their starting off points.

Management and staff have a good understanding of the nursery's strengths and areas for

development. They monitor the quality of all aspects of the nursery through a range of effective systems. This includes using Ofsted's self-evaluation document effectively. In addition to this, each room keeps a detailed record of their own observations on all aspects of the care and learning that takes place. This means that staff's own views are fully taken into account to continually enhance and develop the service they provide. An action plan with target dates then ensures that improvements are being continually made. The staff are very enthusiastic and have made lots of worthwhile changes that benefit the children. For example, the baby room has been completely transformed. It now has soft drapes and art work adorns the walls, providing a real home from home environment for young children. The nursery seeks advice and guidance from their early years advisor. They also actively engage with parents and children in order to gain their views about the nursery. Systems for gathering information include regular discussion, questionnaires and an active 'Parent Nursery Association' and 'Children's Committee'.

Staff receive lots of support in their own professional development and identify their individual training needs through appraisals and ongoing one-to-one discussions. They attend training courses to meet these needs, ensuring their knowledge in the childcare field is continually developing and they are aware of current legislation. All the staff share a common vision in that they strive to provide the best care and learning outcomes for children. As a result, staff and parents work closely and any additional support contributes to meeting children's needs. Parents report that they are very happy with the nursery and they appreciate the care their children receive from staff who are kind and caring. The nursery has made effective links with other early years settings that children also attend. For example, staff have regular discussions with other key persons, organise visits and make good use of communication books. This shared approach has a positive impact of children's welfare and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY374141
<b>Local authority</b>	Surrey
<b>Inspection number</b>	911460
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	88
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Casterbridge Nurseries Ltd
<b>Date of previous inspection</b>	09/12/2008
<b>Telephone number</b>	01372 473970

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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